

GOVERNMENT OF THE  
CENTRAL PROVINCES AND BERAR



REPORT  
OF THE  
VISUAL EDUCATION COMMITTEE



NAGPUR  
GOVERNMENT PRINTING, C. P. & BERAR  
1938

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# REPORT OF THE VISUAL EDUCATION COMMITTEE

## I.—INTRODUCTORY

The Government of the Central Provinces and Berar, Education Department, was pleased, *vide* Notification No. 1761, dated Nagpur, the 25th December 1937, to appoint a committee of the following gentlemen to investigate and explore the possibilities of the use of motion pictures for educational purposes :—

- (1) N. N. Sil, Esq., Vakil, Seoni—*Chairman*.
- (2) G. J. Pathak, Esq., Proprietor, Pathak Bros., Artists and Photographers, Opposite Hislop College, Nagpur.
- (3) K. S. Hirlekar, Esq., Technical Advisor, Agfa Photo Co., Hornby Road, Bombay.
- (4) M. A. Bambawale, Esq., Assistant Inspector of Schools, Nagpur Circle, Nagpur—*Secretary*.

2. The Committee was to submit its report on the 15th January 1938. The meeting of the Committee could not be called before the 7th January on account of the Christmas holidays which intervened. The Committee felt all along that the time at its disposal was too short for the investigation of such a vast problem. It still feels that the work could have been done in a more thorough manner if more time were available.

## II.—SHORT TITLE

1. The Committee was appointed "to investigate and explore the possibilities of the use of motion pictures, etc., for educational purposes".

2. This was too long a title to be used in correspondence and for the sake of convenience, the Committee decided on a short title, "The Visual Education Committee"

## III.—TERMS OF REFERENCE

1. The terms of reference of the Committee were—

- (i) To investigate and explore the possibilities of the use of motion pictures and other pictorial methods for the purposes of child and adult education and rural reconstruction.
- (ii) To prepare a comprehensive scheme and suggest ways and means for accomplishing the above objects, and in particular, to supplement the primary and secondary education and physical culture activities.

2. Instead of discussing the two points separately, the Committee decided to submit only one report embodying its opinion on both the points.

3. The scope of discussion was limited to the consideration of—

- (a) motion pictures,
- (b) slides,
- (c) litho posters,
- (d) models, and
- (e) other pictorial aids

for the purposes of visual education. The Radio was also suggested as a means of education, but the Committee considers that the Radio is beyond its terms of reference.

#### IV.—METHOD OF PROCEDURE

1. The Committee met for the first time on the 7th January 1938 in the office of the Inspector of Schools, Nagpur, and continued to sit till the 13th, inclusive. It also met on Sunday which intervened. During the sitting it recorded evidence from the following people who kindly consented to come personally before the Committee:—

- (1) Rao Bahadur G. K. Kelkar, B.A., Deputy Director of Agriculture, Nagpur.
- (2) S. Y. Deshmukh, Esq., Bar.-at-Law, Honorary Secretary, Indian Red Cross Society, Central Provinces and Berar Branch, Nagpur.
- (3) S. N. E. Tamby, Esq., Head Master, Government High School, Chanda.
- (4) K. N. Lokras, Esq., B.A., Assistant Inspector of Schools, Nagpur Circle, Nagpur.
- (5) R. D. Bhawalkar, Esq., Honorary Secretary, Maternity and Child Welfare Association, Namuna, Amraoti.
- (6) S. G. Ghosh, Esq., B.A., St. John's High School, Nagpur.

2. The Committee also took into consideration pamphlets and letters sent by—

- (1) Mr. O. C. Ganguli, Calcutta University, Calcutta.
- (2) Mrs. Yamuna Hirlekar, M.A., Dadar, Bombay, 14.
- (3) The Indian Motion Picture Producers' Association, Bombay.
- (4) B. N. Phadke, Esq., General Manager, Maharashtra Talkie Theatre, Limited, Headquarters Poona. Camp Bhusaval.
- (5) Messrs. R. V. Dharmadhikari and V. V. Bhat, Akola.

3. The Committee also paid visits to the following places:—

- (1) Agricultural Workshop, Nagpur, to see the agricultural lorries and films.
- (2) The Maternity and Child Welfare Centre of the Red Cross Society in Sadar Bazar, Nagpur.
- (3) The Red Cross Society Office, Sitabuldi, Nagpur.
- (4) The Kandri Manganese Mines, near Ramtek.

4. The Committee again met on the 17th, 18th and 19th to consider the final draft of the report and make the necessary changes.

## V.—ORIGIN, PRINCIPLES AND HISTORICAL DEVELOPMENT

1. **Position in ancient times.**—It is difficult to trace exactly the origin of visual education. But it is obvious that education through pictures, paintings, carvings and other visual aids is being imparted since ancient times. Every ancient Church in the west has its paintings murals and stained glass conveying the teaching of Christ, and every ancient temple in India has its carvings illustrating stories from mythology and from the Hindu scriptures. The Buddhists have also left their messages in the world-famous paintings of Ajanta and the many stupas that are scattered over the whole of India. There is evidence to show that education through visual aids was being imparted even in prehistoric times before the invention of the alphabet. The prehistoric caves of Altamura in Italy and the prehistoric rock-shelters of Adamgad near Hoshangabad in this province are not without their pictures and paintings, crude though they may be.

2. **Position before literacy.**—There is thus a remarkable resemblance in the methods of education adopted in the east and the west. And the reason for this coincidence is to be found in the similarity of problems that educationists had to face. And the main problem before them was the education of the illiterates. In ancient times religion and education were almost synonymous and literacy was a privilege mostly of the religious orders. The only way in which these teachers could approach the masses was through visual aids such as paintings, sculpture and even architecture.

3. **Era of literacy.**—With the invention of printing in the 15th century however, the means of education have undergone a revolutionary change. The art of printing made the reproduction of the written word so easy and cheap that educationists did not take long to discover its value as a means of education. But before the written word could be used for educating the masses, the masses themselves had to acquire what may be called a sixth sense that is literacy. And the educational theory and practice has for this reason laid very great stress on universal literacy in the last three or four centuries.

4. **Advantages over written word.**—But it was gradually discovered after experience that even after acquisition of literacy the process of education through the written word was slow and cumbrous. The written symbol has first to be converted into the sound symbol which then has to be correlated to the object or ideas which it represents, whereas in visual education the object and ideas are directly presented to the mind, much of the needless mental effort is avoided, and the process of education becomes less tedious and frequently quite pleasant. If one picks up any of the present newspapers or magazines or school books and look at the pictures and diagrams contained in it, it will be obvious that visual education plays an important part in modern educational practice. Some of us may perhaps be surprised to learn, like the Bourgeois of Moliere, that we have had visual education all our life.

5. **Advent of the cinema.**—At the present time one means of visual education has so caught the imagination of the educationists and laymen alike that some of them do not regard education through still pictures as visual education at all. And that means is cinema. The psychological effect of a pictorial representation is enormous when compared to that of the written word. But the psychological effect of a moving picture is so enormous that it is impossible to compare it even with that created by a pictorial representation. It is instantaneous, it is deep. The invention of the cinema in 1896, or rather its development and transformation in the present form, may have such far-reaching effects on educational theory and practice as were produced by the invention of the art of printing. With this aid at his command the educationist need no longer wait for universal literacy of the masses.

The invention of cinema in its modern form is, however, of a very recent date. As recently as 1910 the cinema was really much more of a curiosity than a reliable and everyday convenience of life. Apparatus was crude and expensive, films poor, and the technique of operation rudimentary. But during the last 25 years science and invention have made wonderful progress and have evolved an instrument which is at once reliable and efficient. The cost, however, is not very low and is rather high for Indian conditions, but progress is still being made and cheaper and better instruments are being made available every year.

## VI.—NATURE AND EXTENT OF THE WORK DONE IN FOREIGN COUNTRIES

1. **The problem.**—The problem of adapting cinema for education was taken up in all the leading western countries soon after the war. In Russia Lenin laid great stress on cinema as it is a very powerful means of educating the masses, due to the high percentage of illiteracy then prevailing in that country. Film is considered one of the most important industry controlled by the Government and it is being widely made use of for furthering the aims and objects of the State. The enormous progress of Russia, economic, social and political, is very greatly due to this powerful method of approaching the masses. State aid and control of the industry has given an exceptionally high standard to the pictures produced there.

2. Signor Mussolini followed suit. Immediately he came in power, he started the "L. U. C. F." to prepare educational and propaganda films.

3. In Germany Government has been encouraging the production of films for educational and propaganda purposes. The measures to enforce introduction of films as a compulsory means in educational institutions are being very favourably commented upon and copied by some countries.

4. In short, every small and big country, whether in the east or west, has been realizing the importance of films in the education of both child and adult, and is gradually adopting measures to make use of the motion pictures in that direction.

**5. Entertainment films.**—The use of the cinema involves two processes—first the making of the film and second the exhibition of the films. The commercial use of cinema is confined almost entirely to amusement and entertainment. And therefore though the apparatus used for the exhibition of films was equally useful for educational purposes, a majority of the films themselves were not and are not. The entertainment films must be interesting and need not be instructive. The test of a good feature film has been whether people will pay to see it and get relaxation from the daily routine work. It is of no interest to the businessman whether the audience remembers his show for a week or whether they forget it the moment they leave the theatre. But an educational film has to be both interesting and instructive. It must be sufficiently interesting to hold the attention of the audience during its exhibition; it need not be so interesting that the audience will pay to see it. But it must also be instructive. It must carry a lesson with it. It must present knowledge in a logical order and the audience must be made to think over the subject-matter, and by its mental effect lead to the development of the mind and soul.

**6. The unsuitability of entertainment films for educational purposes** was soon obvious and in America the educationists undertook the expensive task of making their own films. In this they were helped partly by the State and partly by the charitable endowments like the Carnegie trust. With these films experiments were made on batches of students. One batch was taught with the aid of educational films for seven years. The other with every other available aid for education. It was ultimately proved that the pupils taught with the help of cinema were far superior to the others.

**7. Propaganda films.**—From education to propaganda is but a small step. In many countries of Europe the exhibition of news reels and educational "shorts" is by law compulsory in every programme of the cinema. Even England is moving in this direction by the proposed amendment of the Cinematograph Act of 1927 by fixing a quota of short films. Similar measures will have to be adopted in our country if the Government want to make use of films for the education of the masses. If the industry is forced to produce short subjects for exhibition in cinema theatres, they will be exploited in the theatres and the cost will be recovered thereby, making them available at cheap price either in standard (35 mm.) or sub-standard (16 mm.) size, both for the Government and private institutions for enlightenment and education, especially in view of the absolute dearth of such pictures in our country.

## VII.—NATURE AND EXTENT OF WORK DONE IN THE PROVINCE

**1.** It will not be out of place here to make a brief survey of the visual education work done in this province so far and also in India generally. With the introduction of modern education visual education also received encouragement. From the old inspection notes written in primary schools it is obvious that very great importance was attached to pictures, charts and exhibitions generally held in primary schools. Charts dealing with



natural history, peoples of other countries, Indian conditions and pictures of similar nature were supplied to primary schools and inspecting officers insisted on their use to decorate the walls and make the school a cheerful and attractive place. Even the text-books prescribed had a large number of pictures and illustrations dealing with local subjects and conditions. Unfortunately, however, in those early days in the last quarter of the 19th century and the beginning of this century, most of the charts and pictures as well as the text-books were prepared and printed abroad. However, the importance of giving local interest to these books and charts was fully realized, and though they were prepared and printed abroad the pictures in them represented Indian conditions.

2. **Education Department.**—Towards the beginning of this century magic lantern became available in India and the Education Department introduced it for the purposes of education both in rural as well as urban areas. The exact date of the introduction of the magic lantern in this department could not be ascertained, partly for want of time and partly for want of the relevant record, most of which was burnt in the Secretariat fire. However, from the evidence laid before the Committee, it is certain that they were in use in 1911. Each Deputy Inspector of Schools, during his tour in the villages, took the magic lantern with him and after finishing his inspection during the day, there were shows in the evening to which all were welcome. The villagers usually enjoyed the show and came in large numbers every time the show was given, but the magic lanterns then available were very crude. They worked on kerosene oil and they got so hot that even in the Chhindwara district on a winter night the Deputy Inspector of Schools used to perspire due to the heat of the lantern. The number of subjects on which the slides were available was also limited. Slides, of British royal family, some cartoons and on general health were all that were available. The magic lanterns, too, began to get out of order one by one and, though a rare exception here and there may still be in use, most of them are now out of use and out of order. As a matter of fact most of them fell in disuse by 1925 and the man who was appointed to carry the lantern about was also discontinued about that time. But the magic lantern was still theoretically there and a questionnaire was issued to all concerned to ascertain what could be done with it, and as early as 1927 many were of the opinion that the magic lantern had served its purpose and should be replaced by cinema. In 1926 one Inspector of Schools wrote:—

“If visual instruction is to be successful, it is desirable to have a small portable cinema outfit for the whole circle and to arrange for a loan of suitable films with some manufacturer instead of supplying magic lanterns and slides to schools.”

But due to financial stringency these proposals which involved considerable expense could not be taken up. However, private enterprise and individual effort were not discouraged and some of the progressive head masters in comparatively prosperous areas could collect sufficient subscription on a voluntary basis to start with the cinema. As early as 1918 some shows with Pathoscope

(Pathe Projector) were given in Rajnandgaon and in Raipur at the Rajkumar College, and in 1927-28 also a little work was done in this connexion. In 1933 a Visual Instruction Association was started by the Head Master of the Patwardhan High School and functioned for about four years, but with the transfer of the head master, the activities have dwindled almost into insignificance. The main problem in all this work has been want of suitable supply of films and finance, and as very little help was obtained from Government during the period of financial stringency much work could not be done.

3. The Indian Cinematograph Committee appointed by the Government of India in 1927 had some recommendations to make with regard to the use of cinema for the purpose of education. Their report says :—

“Further we are unanimously of opinion that public halls and halls attached to educational institutions should be placed at the disposal of travelling cinema shows, only actual expenses being charged.”

But this recommendation could not be effectively carried out because travelling cinemas were rare and Indian educational films are even more rare.

4. The Committee is of opinion that it is now high time that these activities should be taken up with greater enthusiasm and vigour.

5. Agriculture Department.—The Agriculture Department which is also interested in disseminating knowledge of agriculture amongst the rural population has performed an experiment which interested the Committee. In the year 1927 a lorry was purchased and equipped with a cinema apparatus and a generator. This lorry used to tour from village to village and give demonstration of films on agriculture. It carried also a small agricultural museum, consisting of samples of seeds, manures and pictures, and charts showing benefits derived from improved means of agriculture. The Committee has seen one such lorry and, though the equipment is now old-fashioned, the Committee is of opinion that lorries of a better type equipped with modern instruments will be very helpful in rural reconstruction work. The main difficulty that they have to face is with regard to the supply of suitable films. They have about four films made locally which are of a poor quality and a large number of films of American make. It appears that films made locally have a greater appeal to the village people. But as only four films cannot last for all the time, recourse is being taken to films of foreign make of a suitable type.

6. Red Cross Society.—The lorries are only useful in rural areas adjoining motorable roads. But the Red Cross Society, which is engaged in the valuable work of educating the people in health, hygiene and child welfare, carries on its work even in such villages as are not accessible by motors. For the present, however, majority of the centres of work of the Red Cross Society are situated in urban areas and villages accessible by motors. But for purposes of education a casual demonstration is not enough. A graded series has to be arranged and educational effort has to be steady and persistent. The Red

Cross Society has found the use of magic lanterns more effective under the existing circumstances. Magic lanterns do not require the use of electricity. They work on acetyl which is easily available and the slides are also not so costly as the films. Films on subjects dealt with by the Red Cross Society are also available and film shows are given in public theatres and through agricultural lorries, and elicit enthusiastic response. The Secretary of the Red Cross Society is of opinion that films will be more effective than lantern slides, but as they are also very expensive their use by the society has necessarily to be limited for the present.

7. **Other voluntary and individual workers.**—There are in addition several persons interested in visual education whose effort is directed particularly towards the village uplift. They also work with magic lanterns mainly because it is cheap and it does not require the use of electricity. But they also feel that the subjects on which slides and films are available are very limited, that they are not suitable for local conditions, and that slides and films on rural uplift work are not yet available in as large numbers as is desirable.

8. **Work being done in other provinces.**—Work in this connection has also been done in other provinces. In Bengal the experiment of preparing films and giving visual education was tried in the Calcutta Corporation in 1924 under the leadership of Mr. S. C. Bose. Mr. F. L. Brayne in the Punjab has prepared some films on rural uplift which have achieved some useful purpose. Rao Bahadur V. S. Toro, retired Deputy Director for Visual Instruction to the Government of Bombay, has done a great deal of work in this connection in the Bombay Presidency. Also the Motion Picture Society of India has been tackling this problem. Efforts have not been given up but they are not properly organized, and one worker does not know what the other is doing. There is a total lack of co-operation between different sets of workers, and progress is thereby much handicapped, as knowledge and experience acquired by one set of workers is not available for others. The need for a central agency that will co-ordinate and guide the work of these bodies and persons is very keenly felt.

#### VIII.—POSSIBILITIES OF THE USE OF VISUAL AIDS IN ADULT EDUCATION, RURAL RECONSTRUCTION AND FOR CHILD EDUCATION

1. From the extent of the work that is already being done, the possibility of the use of visual aids for educational purposes is fairly obvious. Visual education is for the present the only means of education by which the rural population can be educated because most of the rural population is still illiterate. Even those who are literates will prefer education through visual aids to education through books. The subjects on which education and instruction is both desirable and necessary are a myriad. But nobody would question the pressing needs of the dissemination of knowledge on subjects like medicine, agriculture, industries, marketing, civics, citizenship, prohibition, general knowledge, physical education and combating of social evils. In

medicine such subjects like hygiene and rural sanitation, prevention of epidemic diseases, diet and comparative value of food stuffs, first-aid, and knowledge of child welfare and maternity are very essential. In agriculture modern methods of cultivation, value of manures, importance of rotation of crops, co-operative agriculture, animal husbandry, poultry farming and horticulture need special attention. As regards industries, educating the masses in cottage industries in the rural areas and basic industries in urban areas is very necessary. Such trades as carpentry, tailoring, dairy farming and others could also be usefully taught through visual aids and their importance impressed upon the villagers generally. The marketing of agricultural and industrial produce is now a subject important in itself, and needs special and separate treatment as also the means of communication. Civics and citizenship are subjects which need to be immediately impressed upon the minds of the rural masses who have recently acquired the right of vote and indirectly a voice in their own Government. If the citizens have to be good electors they must know their rights and duties and should be able to exercise them wisely. Prohibition is now being enforced by the Government, and every effort in the direction of prohibition through visual education will not only be welcome but is urgently necessary. The evils of alcohol can be impressed much more vividly through visual aids like posters, slides and cinema than by any lectures or articles. The general knowledge of the villagers is very poor and their vision does not extend beyond the limits of their village. This is a very sad state of affairs and has been sufficiently brought to the notice of the public in that phrase "pathetic contentment of the masses". Hence general knowledge and news and topical interests need also be brought to the villagers. Lastly, there is the problem of the physical development of the masses. Here again, visual aids should prove superior to words. The different exercises can be demonstrated by the film and their effects can also be exhibited through films, posters and lantern slides. The main thing in this connexion is to impress upon the general masses the need for healthy exercise and regular habits.

2. This is not an exhaustive list. It is a list merely to serve as a guide to those who are engaged in the preparation of films, slides and posters. It must, however, be pointed out that films and posters suitable for rural areas may not be suitable for urban areas and those suitable for adults will not suit the children. The problems in rural areas are different from the problems in a crowded city and the psychology of the grown-ups differs essentially from the psychology of the children. Films, posters and other visual aids for use with different categories of the masses will have to be prepared separately if they are to succeed in their aim of sound education.

3. As regards the use of visual aids for children in rural as well as urban areas there are no two opinions about their utility. A large amount of work has been done in foreign countries on this subject and they have evolved general principles and also prepared films and slides. These films and slides will, however, not be very useful here because the life and problems in India are peculiar to India herself. The education of the

children in schools in rural as well as urban areas should be supplemented by visual aids such as pictures, posters, and slides and films also. All the subjects in the curriculum may be so supplemented and the text-books themselves may very well be revised with a view to improving and increasing the pictures and illustrations contained in them. Text-books at present in use have too few pictures and the pictures are hardly impressive. In previous years there may have been some justification for the paucity of pictures in text-books but now the subject has been attracting great deal of attention and a very large number of illustrations, photographs, maps and other pictorial representations are available. Mr. O. C. Ganguli of Calcutta writes :—

“Apart from the photographs of many phases of our historical records and ancient monuments, gathered by the Archaeological Department, many of the interesting phases and events of history have been painted by many of our artists and which have been reproduced in cheap but effective colour reproduction published in our magazines.”

And again—

“The enterprise of publishers has now placed at the disposal of teachers a large number of isothermic, orthographic contours and photo relief maps which are indispensable to the teaching of physical geography. But the most attractive apparatus for the geography lessons are now available in a very interesting series of air photographs.”

The material which has been recently made available has scarcely been exploited. The Committee is of opinion that the publishers and writers of text-books should be informed of the material that is now available, and pictures and illustrations in the text-books should be given very serious consideration by the Text-Book Committee.

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#### IX.—NEED FOR THE CO-ORDINATION OF EFFORTS, CREATION OF A CENTRAL AGENCY, A PERMANENT BOARD OF VISUAL EDUCATION, AND A SEPARATE DEPARTMENT OF VISUAL EDUCATION

1. Need for the Co-ordination of Efforts.—The Committee was impressed by the diversity of persons, organizations and means which were being employed in visual education at the present time, and it feels that to achieve progress in visual education co-ordination of efforts and co-operation between different agencies is most essential. Moreover, the means of visual education are undergoing changes at such a rapid rate that whatever is recommended today will become out of date tomorrow and the problems of today will acquire different aspects as different appliances and inventions are made available to the educationists.

2. Board of Visual Education.—The creation of a permanent and central agency is therefore necessary. The Committee is therefore of the opinion that a permanent Board of Visual Education be established in this province. Its objects should be—

- (i) To chalk out the line on which the work of visual education is to be carried on in this province.

- (ii) To supervise and guide the activities of the Visual Education Department.
- (iii) To advise the Provincial Government on all matters relating to visual education.
- (iv) To co-ordinate the visual education activities of the different departments of Government in the Central Provinces and Berar.
- (v) To establish inter-provincial co-operation in the matter of visual education.
- (vi) To certify films, slides, posters and other visual aids for use in this province.

**3. Constitution.**—The Board should consist of seven members nominated by the Provincial Government. Four of these should be non-officials and three may be officials. The President should be elected by the Board from amongst the members. The Board should be reconstituted every five years.

**4. Method of carrying out business.**—(i) The President and two members elected by the Board shall form the Executive Committee which will meet at least once a month and carry on business of the Board.

(ii) The Board shall meet at least twice a year and submit a report every six months to the Provincial Government.

(iii) From time to time the Board may appoint sub-committees of qualified persons to deal with the production and certification of films, slides, posters, etc., on different subjects.

(iv) The Director of Visual Education should act as the Secretary to the Board and all the committees and sub-committees.

**5. Creation of a separate Department of Visual Education.**—The Board will mostly be a supervising or rather an advisory body. It will, of course, need officers to carry on its work. It was suggested that officers from other departments may do this extra work in addition to their own duties, but the Committee feels that, taking into consideration the nature and extent of the work that the Board is likely to deal with, it is necessary to have a separate Department of Visual Education for the Central Provinces and Berar. The department should consist of a Director of Visual Education for the Central Provinces and Berar who should be a touring officer directly under the control of the Minister of Education. Then an Assistant Director, office establishment and an Art Section. The Art Section will employ artists and photographers to prepare designs for slides and posters for use in visual education in this province. Estimates for the creation of this department are given in Appendix V.

**6. The four schemes.**—The problem of who should do the actual work of education and how it should be done was not easy to solve. Certain apparatus and machinery is necessary if cinema and magic lanterns are to be used. The cinema is a very effective method of education, but it has one great drawback. It cannot work without electricity. The magic lantern can work without electricity. Though many portable electric sets are now available, it is doubtful whether they would stand the jolting in a bullock cart for a considerable period. Further, they are fairly expensive and a scheme of visual education covering systematically

all the villages in the province and employing cinema would be so costly that it would be impossible to put it into practice. Taking into consideration the means of communication and the nature of apparatus available, the Committee is of opinion that visual education should be given in three different ways in the three zones into which the province can be divided. The three zones are as follows :—

- (i) Rural areas adjoining motorable roads.
- (ii) Rural areas not accessible by motor vans.
- (iii) Urban areas.

(i) *Scheme of visual education for rural areas adjoining motorable roads.*—Here the Committee is of opinion that motor vans fitted with up-to-date standard size talkie projectors may be used with great benefit. The province has four divisions. Each division should have two vans equipped with talkie projectors of the standard size and electric generating sets and preferably a gramophone also. It should also have a small museum in it. Each van should serve 30 centres in each division and should give one show every month and eight shows in a year. The films for this purpose will, of course, have to be prepared locally. Every show may be attended by any or all of the following local officers for the purpose of delivering lectures and explaining the pictures, if necessary :—

- (1) Agricultural Assistant of the nearest agricultural farm.
- (2) Assistant Medical Officer of the nearest dispensary.
- (3) Local Veterinary Assistant.
- (4) Some experts from industrial or technical schools may be requisitioned to render help in explaining the industrial films.

Estimates for this scheme are given in Appendix I. This appendix contains provision for the making of films sufficient for one year, i.e., 8 programmes at each centre, which comes to Rs. 1,28,000. The alternative scheme of a State studio is given in Appendix II which would cost Rs. 1,49,200. This is slightly higher than that worked out in Appendix I on the basis of giving contracts to existing cinema producers at the rate of Rs. 2 per foot. The machinery bought will be a permanent asset to Government and the cost of production for subsequent years will be considerably lower. But the Committee was of opinion that the quality of pictures and the success of State studio will depend mainly upon the persons entrusted with its management. There is an element of uncertainty, but there is also the possibility of future expansion, and the studio will also provide opportunities for training our own young men in the cinema technique.

(ii) *Scheme of visual education in rural areas not accessible by motor vans.*—The Committee is of opinion that due to the difficulties of transport the idea of providing cinema in this area should for the present be held in abeyance, and visual education should be done mainly through magic lanterns using acetylene. Taking into consideration that there are on an average 250 primary schools (boys and girls) in a district, and that of these about 50 will be catered for by motor vans and by the organization for urban areas, there will be about 200 large

villages in each district. These may be taken as centres for rural uplift work. The Committee is of opinion that 10 magic lanterns should be provided per district. Each lantern will serve 20 centres and will be in charge of a propaganda officer who will be touring from place to place. Slides will be provided to these officers from the central office and these officers will be directly controlled by the Director of Visual Education. The Committee is of opinion that film studio should be preferred to glass slides inasmuch as they are considerably cheaper in cost, light in weight and unbreakable. The estimates for this scheme are given in Appendix III.

(iii) *Scheme of visual education in schools in urban areas.*—In urban areas one would cater mostly for the high schools and anglo-vernacular middle schools. As a working basis, it has been estimated that there are 325 high schools and anglo-vernacular middle schools in the province and about 40,000 scholars. The schools are grouped in batches of five. Each batch should be provided with a 16 mm. silent projector, and wherever necessary, i.e., where there is no electricity, a generating set. These will be in charge of qualified operators who will tour from school to school and shall be paid their expenses if the schools are in different towns. These will be under the control of the Education Department, subject to the condition that the Education Department will be guided by the policy laid down by the Board of Visual Education. Part of the cost of the scheme is proposed to be met by levying a fee of Rs. 2 per pupil per year throughout the province. For the present 16 mm. films produced in India are not available and therefore suitable foreign films should be purchased for the time being. Estimates for the scheme are contained in Appendix IV.

(iv) *Scheme of visual education in urban area (adults) with cinema house.*—We have in our province 71 talkie cinemas distributed in 51 towns. This distribution extends to almost all the districts. Out of these, 50 are permanent and the rest are temporary or travelling. We can procure good instructional films suitable for our needs and requirements from foreign lands prepared in first rate and highly equipped studios. Many of these can be shown immediately with profit. The only difficulty would be of language. This shall have to be overcome by engaging persons to explain the films to the audience. School-going and illiterate population, e.g., workers, domestic servants, etc., of these towns will be shown these educational films, so that we shall have tackled to some extent the problem of illiteracy in towns and supplemented the school education by visual method. The financial implications of this scheme are worked out separately in Appendix VI.

This will make the people cinema-minded with respect to educational pictures and accelerate the production of 'shorts'. We may also select certain historical, religious and cultural pictures produced in India along with these instructional ones,



## X.—PRODUCTION AND DISTRIBUTION OF FILMS, SLIDES AND POSTERS

1. The production of films is the most expensive and at the same time the most essential part of a scheme of visual education with the aid of the cinema. A large number of films of foreign make are available, but they do not represent the Indian conditions and may not appeal to the Indian masses to the same extent to which a film depicting local conditions and environments may do. Certain classes of films, however, of technical nature may be useful in India as well. But the number of such films is small and the Committee feels that the production of films should be undertaken in India.

2. **Contracts with commercial companies.**—There are several ways by which the preparation of films could be encouraged and financed. The quickest way of getting films would be to take the help of the cinema companies who are already producing films. The subjects on which films are required may be given to them and the films made by them may be taken on after approval by the proposed Board of Visual Education. A flat rate of Rs. 2 per foot for standard size talkie films has been taken as a basis of calculation in Appendix I.

3. **State Studio.**—Another alternative has been suggested in Appendix II, *viz.*, the State studio. A laboratory has not been suggested for the present to minimize investment and the processing will have to be done through some private laboratories.

4. **Private concerns.**—A third alternative is to finance a private concern, partly or wholly, to do this work on reasonable terms, *e.g.*, a private concern may be encouraged to undertake production of educational pictures by providing them with the necessary equipment on hire or loan. Private enterprise and educational effort will thus find a happy means of expression, and the State will benefit by such technicians as are efficient but are handicapped for want of funds. But in this method the supply of films is extremely uncertain and is likely to be very slow. Hence estimates for the first two schemes have been prepared and submitted. For the third, however, no estimate has been prepared for the present on account of its uncertainty.

5. **Indirect help (exemption of import duty on raw films).**—Apart from the direct help mentioned above, the production of films can be encouraged in several indirect ways. At present there is a very heavy duty charged by the Government of India on the import of raw films. If this duty is remitted, the cost of production will go down considerably. The Committee therefore recommends that the Provincial Government should exert its influence with the Government of India and should request the Government of India that the duty on raw films required for the production of educational pictures and news reels should be refunded to the producers on certification by the Provincial Government.

(a) **Return of full drawback.**—The Committee has recommended the use of foreign educational shorts whenever necessary for carrying out some of the schemes appended herewith.

In view of this, the Provincial Government should request the Government of India to return the whole import duty to the distributor or importer in case "shorts" are not passed as educational instead of retaining one-eighth as is done at present, when the film is immediately exported to the country of origin. Of course, the Board of Censors charge fees for viewing films. This concession will facilitate the distributor to import more films from various countries to meet the demand of the Government and private bodies for educational pictures.

(b) *16 mm. equipment.*—The 16 mm. films have been specifically recommended for use in schools and, pending their production in India, it has been suggested that such foreign films may be bought and used as are found suitable. Here again, both the import and the production of the 16 mm. films would be encouraged if the Government of India were to exempt all 16 mm. equipment, i.e., cameras, projectors, raw films and other accessories from import duties on certification by the Board of Visual Education in order to encourage production of educational pictures. The 16 mm. films have now been universally accepted to be the ones most eminently suited for use in schools.

(c) *Exemption of news reels from censorship.*—Another way of encouraging the production of educational pictures would be to exempt news reels and topical subjects from censorship. Much time is required to get the films censored and by the time the films are passed by the censors, they lose much of their news value. This appears to be well within the power of the Provincial Government, *vide* section 9 of the Cinematograph Act of 1918 (as modified up to the 15th March 1934).

(d) *Entertainment Tax.*—Lastly, the Provincial Governments are getting a certain amount of revenue from the entertainment tax levied on cinema theatres. The proceeds from this tax should be made available for the production and general encouragement of educational pictures.

6. *Slides.*—As regards the preparation of slides the permanent establishment of an Art Section has already been suggested. This will prepare posters, pictures, diagrams and slides. The subjects have already been enumerated. A very good collection of slides is available with the Proudh Shikshan Sangh (Adult Educational Association, Tilak Road, Poona 2). These should serve as a good model for guiding our artists.

7. *Posters.*—The posters will be prepared and printed by the central office and will be fixed in every village through the agency of the local bodies. This work will be of a permanent nature and will reach even the smallest hamlet in the province.

## XI.—GENERAL CONSIDERATIONS

1. *Recognition by University.*—So far subjects directly connected with visual education have been discussed. But there are others that wield a considerable influence on the attitude of the public towards visual education. For the present, due mostly to ignorance, people do not realize the importance of this subject and some have a tendency to look down upon it. The

status of the subject needs to be recognized more generally. It is, therefore, suggested that the University should provide for study and research on the subject of visual education and motion pictures. In other countries the importance of the subject, *i.e.*, both the technical and the psychological sides, has been fully realized and the subject has already been given its proper place in the University curriculum. India is lagging far behind in this respect.

**2. Training of teachers.**—Another step which would dispel many misconceptions with regard to this subject would be to make knowledge of visual education an integral part of the teachers' training. The necessary mechanical knowledge and certain amount of psychology behind the subject should be taught both in the Normal Schools and the Training College. For those teachers who have already passed through these institutions, short summer courses should be opened and the importance of this subject impressed upon their minds. They will thus be able to use these visual aids to better effect.

**3. Encouragement of photography in schools.**—Lastly, a beginning should be made right from the schools. The study and practice of photography is well within the reach of the average boy from well-to-do homes and deserves to be encouraged both for its educational value as well as for its ultimate effect in broadening the mind. Such an encouragement would also be very helpful for visual education in this province, as it will place at the disposal of the central authority a large amount of material of intimate local colour which could be converted into posters, slides and even cinema pictures which could be used in the province.

**4. Survey of the cinema industry.**—The cinema industry, including all its branches, *i.e.*, production, distribution and exhibition, is for the present, engaged entirely in entertaining the people. It has a large amount of machinery and a well distributed network of theatres at its disposal. This could be used for educational purposes if the proper spirit of co-operation exists between industry and the department. A survey of the existing cinema industry in this province should, in the opinion of the Committee, be undertaken immediately to investigate how far it could be used for the purposes of visual education.

**5. Compulsory exhibition of educational shows.**—In this connexion it is interesting to note that in some of the western countries things have gone far ahead and most of the cinema concerns are made to undertake visual education by legislation. For every performance it is, by law, made compulsory that a small film of educational or topical interest such as news reels must be shown. In this way production of educational pictures is encouraged, their exhibition assured, and the cost distributed indirectly over such a large number of cinema-goers that they can hardly feel it.

**6. Inter-provincial co-operation.**—Lastly, the importance of inter-provincial co-operation needs to be realized fully. Some of the questions which need the co-operation of all the provinces, such as those dealing with customs duties, will be easy of solution

if interprovincial co-operation is assured. By providing a larger field for work, overhead charges will be reduced and visual education will be much cheaper and perhaps more effective.

7. **Private agencies.**—In the same way co-operation with private agencies such as Congress Committees, Harijan Sewak Sangh, Red Cross Society, Motion Picture Society of India, Bombay, Amateur Cine Society of India, Bombay, Indian Motion Pictures Producers Association, Bombay, All-India Village Industries Association, All-India Spinners Association, and other private workers will be very helpful. The Committee recommends that steps should be taken to assure such co-operation as far as possible. The conscription of students, as contemplated in the Vidya Mandir Scheme published by the Provincial Government, should prove a valuable agency for visual education in rural areas.

## XII.—ACKNOWLEDGMENTS

1. The Committee is grateful to all those persons and institutions who have given help at such short notice and it resolves that the Secretary should thank them on behalf of the Committee.

2. The meetings of the Committee took place in the office of the Inspector of Schools. Rao Sahib D. K. Mohoni, Inspector of Schools, placed at the disposal of the Committee his office staff who did all the work of correspondence at such a short notice. The Committee is grateful to Rao Sahib Mohoni for the help given and instructs the Secretary to thank him on their behalf.

3. The Committee is also grateful to the Secretary for the help which he gave in the preparation of the report.

NITYENDRANATH SIL.

K. S. HIRLEKAR.

G. J. PATHAK.

M. A. BAMBAWALE.



सत्यमेव जयते

## APPENDICES

Total of estimates for the scheme of visual education in the  
Central Provinces and Berar (first year)

Rs

<i>Appendix I.</i> —Estimates for a scheme of visual education for adults in rural areas adjoining motorable roads	2,45,120
<i>Appendix II.</i> —Estimates for a State studio ...	(Alternative. No separate provision necessary.)
<i>Appendix III.</i> —Estimates for a scheme of visual education in rural areas not accessible by motor vans	1,30,700
<i>Appendix IV.</i> —Estimates for a scheme of visual education for anglo-vernacular schools (including high and anglo-vernacular middle schools)	89,035
<i>Appendix V.</i> —Estimates for a scheme of a separate department of visual education ...	19,940
<i>Appendix VI.</i> —Rough estimate for the scheme of visual education in urban areas with cinema houses (adults)	61,250
GRAND TOTAL ...	5,46,045

The cost will be slightly higher if Appendix II is accepted.

## APPENDIX I

## Estimates for a scheme of visual education for adults in rural areas adjoining motorable roads (first year)

*I.—Production and supply of films.*

Each programme should consist of eight educational films made locally of the length of about 1,000 ft. standard size (35 mm.) talkies—

	Rs.
Eight Pictures (first copy, 1,000 ft. each) at Rs. 2 per foot	16,000
The province to be divided into four divisions. Each division will have motor vans.	

Each division will have 60 centres of demonstration.

Each centre will have one show a month or eight shows a year, making allowance for the inability of the peasantry to participate in these shows during rains and harvest.

	Rs.
For eight programmes (Rs. 16,000×8)	1,28,000

*II.—Equipment.*

For each van—

	Rs.
Motor van	3,500
Talkies Projector, 35 mm.	5,000
Generator fitted on trolley, screen and other accessories	2,000
<b>Total</b>	<b>10,500</b>

For eight vans (Rs. 10,500×8)	84,000
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*III.—Establishment.*

(i) Every show will be attended by any or all of the following local officers for the purpose of delivering lectures and explaining the pictures, if necessary—

- Agricultural Assistant of the nearest agricultural farm.
- Assistant Medical Officer of the nearest dispensary.
- The local Veterinary Assistant.
- Some expert from Industrial or Technical schools may be requisitioned to render help in explaining the industrial films.

	Rs.
(ii) Operator	60 + 20*
(iii) Driver and Assistant Operator	30 + 15*
(iv) Cleaner	15 + 5*

<b>Total</b>	<b>105 + 40</b>
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\*Fixed travelling allowance.

For van (Rs.  $145 \times 12$ ) = Rs. 1,740.  
 For eight vans (Rs.  $17,740 \times 8$ ) = Rs. 13,920.  
 Contingencies including petrol, kerosene oil, repairs,  
 etc. = Rs. 200 per van per mensem.  
 For one van for 12 months ( $200 \times 12$ ) = Rs. 2,400.  
 For eight vans (Rs.  $2,400 \times 8$ ) = Rs. 19,200.  
*Total for eight vans—*

	Rs.
Production and supply of films	... 1,28,000
Eight vans	... 84,000
Establishment	... 13,920
Contingencies	... 19,200
<b>Total</b>	<b>... 2,45,120</b>

## APPENDIX II

### Rough estimates for a State Studio (first year)

#### (i) *Equipment.*

	Rs.
Camera (talkie)	... 15,000
Hand camera (movie)	... 3,000
Recording set	... 25,000
Editing table	... 5,000
Musical instruments	... 1,500
<b>Total</b>	<b>... 49,500</b>

#### (ii) *Technical staff.*

	Per mensem.
	Rs.
Director	... 500
Assistant Director	... 100
Cameraman	... 300
Assistant Cameraman	... 50
Sound Engineer	... 200
Assistant Recordist	... 100
Editor	... 100
Art Director	... 150
Musical staff	... 500
<b>Total</b>	<b>... 2,000</b>

For 12 months (Rs.  $2,000 \times 12$ ) = Rs. 24,000.



(iii) *Studio and offices.*

	Per year.
	Rs.
(i) General Manager at Rs. 200 per mensem ...	2,400
(ii) Production Manager (Rs. 60×12) ...	720
(iii) Two clerks at Rs. 30 per mensem each (Rs. 30×12×2) ...	720
(iv) Six chaprasis and coolies at Rs. 15 per mensem each (Rs. 15×6×12) ...	1,080
(v) Rent of buildings ...	1,200
(vi) Temporary structures ...	3,000
(vii) Property and contingencies ...	10,000
(viii) Travelling expenses ...	15,000
Total ...	34,120

	Rs.
Raw films and processing for a picture of 1,000 ft. ...	650
For 64 pictures to be made in one year (Rs. 650×64)...	41,600
Total—	

	Rs.
Equipment ...	49,500
Technical staff ...	24,000
Studio and offices ...	34,120
Processing ...	41,600
Total ...	1,49,220

This figure is slightly higher than that marked out for contracts at Rs. 2 per foot. But ~~machinery bought~~ (worth Rs. 49,500) will be a permanent asset to Government and cost of production for subsequent years will be considerably lower. But the Committee is of opinion that the quality of the pictures and the success of the State studio will depend mainly on the efficient management and the technical staff employed.

## APPENDIX III

**Estimates for a scheme of visual education in rural areas not accessible by motor vans (first year)**

The Committee is of opinion that due to the difficulty of transport the idea of providing cinema shows in this area should for the present be held in abeyance, and visual education should be done through magic lanterns.

Taking into consideration that there are on the average 250 primary schools (boys and girls) in a district and that of these about 50 will be catered for by motor vans and by the organization for the urban areas, there will be about 200 large villages in each district. These may be taken as centres for rural uplift work. The Committee is of opinion that ten magic lanterns should be provided for per district; each lantern will serve 20 centres.

Magic lanterns at ten per district. For the whole province  
( $19 \times 10$ ) = 190 plus 10 for emergency = 200—

	Rs.
(i) Cost of magic lanterns with acetylene burners at Rs. 115 each ( $\text{Rs. } 115 \times 200$ )	... 23,000
(ii) Propaganda officer for each magic lantern at Rs. 25 plus Rs. 15, travelling allowance ( $\text{Rs. } 40 \times 12 \times 200$ )	... 96,000
(iii) Contingencies at Rs. 45 per year per officer	... 9,000
(iv) Slides (films) 100 sets of 25 slides at Rs. 20 a set	... 2,000
Copies one each; for 100 sets at Rs. 7 each	... 700
Total	... 1,30,700

#### APPENDIX IV

Estimates for a scheme of visual education for anglo-vernacular schools (including high and anglo-vernacular middle schools) (first year)

As a working basis, we take for the province 40,000 scholars and 325 schools. One projector for five schools, i.e., 65 projectors, will be necessary—

	Rs.
65 Projectors 16 mm. silent at Rs. 600 each	... 39,000
65 screens at Rs. 75 each	... 4,875
30 Generating sets at Rs. 600 each	... 18,000
65 Operators at Rs. 60 each per mensem	... 39,000
<del>65 Chaprasis</del> at Rs. 15 per mensem each	... 11,700
Travelling allowance for 30 operators (in charge of generating sets) at Rs. 25 per mensem each ( $\text{Rs. } 25 \times 30 \times 12$ )	... 9,000
Travelling allowance for 30 chaprasis at Rs. 15 per mensem each ( $\text{Rs. } 30 \times 12 \times 15$ )	... 5,400
Contingencies at Rs. 5 per mensem per generator ( $\text{Rs. } 5 \times 12 \times 30$ )	... 1,800
Maintenance of machinery at 10 per cent of cost	... 5,700
Total	... 1,34,475

*Films.*—Each school to have four shows a month, i.e., for eight months 32 shows. Each show will consist of films 1,200 feet in length. The total footage of film required will be 38,400. Cost at Rs. 300 per 1,000 ft. will be Rs. 11,520. The cost for two extra copies will be Rs. 23,040—Total Rs. 34,560.

Suitable foreign educational films should be purchased for the time being.

	Rs.
Total expenditure for the first year	... 1,69,035
Income from fees from pupils at the rate of Rs. 2 per pupil per year	... 80,000
Total cost to Government for first year	... 89,035

## APPENDIX V

Estimates for a scheme of a separate department of  
visual education (first year)*I.—Director of Visual Education, Central Provinces and Berar*

	Rs.
At Rs. 300—400 per mensem (Rs. $300 \times 12$ ) ...	3,600
Travelling allowance of Director at Rs. 75 per mensem (Rs. $75 \times 12$ ) ...	900
Total ...	4,500

*II.—Assistant Director of Visual Education.*

At Rs. 100—150 per mensem (Rs. $100 \times 12$ ) ...	1,200
Total ...	1,200

*III.—Office establishment.*

Two Stenographer and Accountant at Rs. 50 per mensem each (Rs. $50 \times 12 \times 2$ ) ...	1,200
Three chaprasis at Rs. 15 per mensem each (Rs. $15 \times 12 \times 3$ ) ...	540
Contingencies, including rent, postage, station- ery, etc., at Rs. 125 per mensem Rs. $125 \times 12$ )	1,500
Furniture and equipment of office, library and magazines	<del>3,000</del>
Total ...	6,240

*IV.—Technical staff.*

Two Designers (Artists) at Rs. 125—150 per men- sem each (Rs. $125 \times 12 \times 2$ ) ...	3,000
One Photographer for the preparation of slides at Rs. 125—150 per mensem (Rs. $125 \times 12$ )	1,500
One Assistant at Rs. 25 per mensem (Rs. $25 \times 12$ )	300
Materials at Rs. 100 per mensem (Rs. $100 \times 12$ )	1,200
Cameras and other accessories ...	2,000
Total ...	8,000

## Total Expenditure—

I	...	4,500
II	...	1,200
III	...	6,240
IV	...	8,000

GRAND TOTAL

19,940

## APPENDIX VI

**Rough estimate for a scheme of visual education in urban areas with cinema houses (adults) (first year)**

On an average 40 shows will be arranged at each of the 50 centres during one year. Total number of shows thus comes to 2,000.

Average attendance will not be less than 300 persons at each show and place. Total number of visitors will be six lakhs.

Theatre owners will charge for their expenses from Rs. 15 to Rs. 25 according to the quality of the theatre and the place. For our calculation we shall take Rs. 20 per show per theatre.

Each show will require at least six reels of 1,000 ft. length. Total number of films that we will have to hire is 12,000. Only 240 different films will be needed for all these programmes.

	Rs.
Rent of the theatres for 2,000 shows at Rs. 20 ...	40,000
Hire of 12,000 one reelers at Rs. 3 per reel per show ...	36,000
Lectures at Rs. 2 per lecture ...	4,000
Total ...	<u>80,000</u>

***How to meet these expenses—***

- (1) Some of the shows will have to be made free to create taste in the people, therefore only half of the shows at one anna have been calculated, i.e., three lakhs paying one anna—Rs. 18,750.
- (2) Government will have to make provision in ensuing budget only Rs. 61,250.